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ABSTRACT

An existing 353 project that used professional staff as distance education contact persons for students in General Educational Development (GED) programs in rural areas was modified so that volunteer instructional aides (IAs) could serve as contact persons for GED students choosing the program's home study option. A home study packet to be used in conjunction with the program was developed and distributed to a total of 13 volunteers in 3-hour training sessions that were delivered at 2 locations in rural southwestern Pennsylvania. The volunteer IAs were then matched with 13 students. The IAs and students met once each month but spoke by phone more frequently. Monthly follow-ups were conducted by separate reports from the students and IAs. Most of the volunteers found the program beneficial and successful. The home study option students also felt strongly about the program. (The tutor evaluation form is appended. The following are also included: the distance education tutor training packet, which contains information on the history of distance and rural education, GED tests, and the characteristics of students in GED programs; tips for tutors; a tutor job description; miscellaneous forms; and time management guidelines. Contains 110 references.) (MN)

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ED 368 866

STAFF DEVELOPMENT FOR VOLUNTEERS: DISTANCE EDUCATION THROUGH THE HOME STUDY OPTION

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Project Coordinator: Jane Schrock
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PDE 353 Project: PA FY 92-93

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Federal Grant Award number 99-3037
in the amount of $6,131.00

Submitted on:
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ABSTRACT

Title: Staff Development for Volunteers: Distance Education Through the Home Study Option

Project No.: 99-3037 Funding: $6,131.00

Project Director: Dr. Barbara Mooney Phone No.: (412) 852-2893

Agency Address: 22 West High Street
Waynesburg, Pennsylvania 15370

Description: This project is a modification of a distance education project which used professional staff as the distance education contact. We trained our volunteer instructional aides (tutors) to be the contact for students who chose the Homestudy Option. The Homestudy Option was used with students who are unable to meet with an Instructional Aide at the minimum "once a week" which we require for our traditional program. Students were in contact with the volunteers by phone and mail, and had at least one personal contact a month.

Objectives: 1. To modify a 353 project (#98-1023) as a basis for training for Volunteer Instructional Aides to use in a rural community.

2. To create Homestudy Packets to be used in conjunction with this program, using the previous project as a guide.

3. To provide a three hour training session at each of three locations in our service area, (one in Waynesburg, one in Washington, and one in the Mon Valley).

4. To train a total of 12 volunteers to use the Homestudy program.

5. To match the 12 trained volunteers with 30 students and to monitor the use of the Packets and the Homestudy Option.

Target Audience: Service providers with a volunteer component. Service providers in rural areas.

Product: Final report, which will include a description of the training process and the Homestudy Packet developed for use.

Method of Evaluation: 1. Evidence of the training sessions at each of three locations, (agenda, materials used in training).

2. Attendance records of sessions.

3. Notes of the follow up sessions.

4. Records of the use and effectiveness of the program with 30 students.

5. Evaluative feedback of the trained volunteers and students.

Findings: The Homestudy Option is an excellent approach to individuals that need education services, but are unable to attend either class or tutoring sessions because of travel or child care obstacles. However, these adults must be highly motivated, self disciplined, and have self confidence well establish.

Conclusions: Some students hesitated to participate with the Homestudy Option because they had to take control of the learning situation, which was an unfamiliar experience to them. Other students who were undisciplined were unable to continue with the Homestudy Option and either returned to regular classes or discontinued studies when no alternative was available. Students that did participate with the program developed their skills for life long learning.

Descriptors: (To be completed only by the AdvancE staff)

INTRODUCTION

This report contains all pertinent information concerning the 143 federally funded ABLE project: "Staff Development for Volunteer Tutors: Distance Education Through The Home Study Option." This project proposed to bring the concept of education in the home to potential students who live in rural areas of Greene and Washington counties.

The Homestudy student was identified as follows:

-- due to travel or child care obstacles, was unable to attend either class or tutoring sessions;

-- was motivated to increase academic skills with a minimum of supervision;

-- demonstrated reading competence at a minimum 5th grade level and math competence at a minimum 4th grade level;

-- and had access to a telephone.

The project emerged when Community Action Southwest (CAS) whose staff provides Project First Step, a 142 funded ABLE program, experienced problems in reaching many potential students because they were living in rural isolation. We built on a 1990/91 353 project (#98-1023) that used professional staff as the contact (called an "educational mentor") for Tuscarora I.U. students selecting a Homestudy option. This was the basis for training volunteers in our rural community, since we did not have staff available to be the educational mentor. We proposed to create Homestudy Packets as was done in the previous project. Other objectives were to provide a three hour training session at three

locations in our service area, to train 12 volunteers and to match the trained volunteers with 30 Homestudy students. We also proposed to provide monthly support and follow up sessions to assure that volunteers were using the Packets and to evaluate this use.

This project operated from July 1, 1992 to June 30, 1993. The sponsoring agency was Community Action Southwest. Staff contributing to this project were the agency's personnel: Dr. Barbara Mooney, Project Director; Jane Schrock, Adult Education Coordinator; Pamela King, Adult Education Instructor; and Jackie Negley, Secretary.

This report is directed towards Adult Education supervisors, instructors, and counselors; GED/ABLE students; and other human service providers working with adults. The information in this report may serve as a guide to others seeking to develop or strengthen their education services in communities where students have difficulty attending class or tutoring sessions. Permanent copies of the report are on file with the Pennsylvania Department of Education, Division of Adult Basic and Literacy Education Programs, 333 Market Street, Harrisburg, PA 17126-0333; and AdvancE, Pennsylvania Department of Education Resource Center, Department of Education, 333 Market Street, Harrisburg, PA 17126-0333.

BODY OF THE REPORT

A. Statement of the Problem

Some students living in isolated rural areas were unable to attend either class or tutoring sessions because of travel or child care obstacles. Students needed individual educational assistance served via a Distance Education program. Volunteers were needed to be the contact for these students as professional staff was unavailable. Volunteers required training, materials, and support services.

B. Goals and Objectives

-- To use a 1990/91 project (#98-1023) as a basis for training volunteers to serve a rural community. (The original project used professional staff as the contact for students selecting a Homestudy option.)

-- To create Homestudy Packets to be used in conjunction with this program, modifying the previous project materials for volunteers.

-- To provide a three hour training session at each of three locations in our service area, (one in Waynesburg, one in Washington, and one in the Mon Valley).

-- To train a total of 12 volunteers to use the Homestudy program.

-- To match the 12 trained volunteers with 30 students to monitor the use of the Packets and the Homestudy Option.

-- To provide monthly support "follow up" sessions for

the balance of the project to assure that volunteers were using the packets to evaluate this use.

C. Procedures

A training program was developed for and provided to volunteers who wanted to assume the "education mentor" role with special rural students. The training program consisted of a 3 hour session, which was an addition to our standard 4 hour training for Instructional Aides. (The standard training includes an introduction to working with adult students and a focus on basic education and pre-GED instruction.) Thus, the Homestudy volunteers had a total of 7 hours of initial training.

Homestudy students were identified through CAS's act 143 funded ABLE program, Project First Step. Thirteen eligible students were interested in the Homestudy Option. The project served these rural adults, in Washington and Greene counties.

Trainings were held in the CAS sites in Washington and Waynesburg. One Homestudy training was proposed for the Head Start Center in Donora, but service to this site was canceled due to lack of response.

The trainings were delivered by an ABLE Instructor. As part of the training, volunteers were provided with the Homestudy Packet from project 98-1023 and selected text books which were bought for this project. Most Instructional Aides felt more comfortable with the text books than with the packets.

The time schedule of the project is as follows:

September - November -- Research and development of training

agenda and Packet materials; began publicity and recruitment of tutors.

December - Conducted two Distance Education Trainings for Instructional Aides at Community Action Southwest in Greene County, one in the morning (4 attended) and the other in the evening (4 attended). Began contacting former students who had difficulty attending classes. Five of the students were interested in the program and matched with Instructional Aides.

January - All materials and books were ordered and available for tutors and students. A Distance Education Tutor Training was held in Washington County at the Citizen's Library (4 attended). Students and trained Instructional Aides were matched.

February to May - Students and Instructional Aides were matched. Student recruitment proceeded by calling former students and informing students as they were assessed of the Homestudy Option. In April, a Distance Education Training was conducted in Greene County at Community Action Southwest (1 tutor attended). A press release informing the public of the Homestudy Option was sent in May to two local newspapers in Greene and Washington Counties. Tutor and student evaluations were mailed in May to 6 tutors and 7 students. We received 4 of the evaluations, so some evaluations were conducted over the telephone.

D. Positive Objectives Met

1. Research for the Homestudy Option Packet was conducted at the University of Pittsburgh and West Virginia University libraries. The 353 project (#98-1023) tutor training

packet was borrowed from AdvancE. Their materials were studied and used as a guide. One section on Time Management and Study Skills was used from their packet for ours. Most of their curriculum could be obtained through the books we had ordered. Students could follow the study plans in the books or create their own plans. Instructional Aides preferred using the text books.

2. The Training Packet created included these topics:

   a. Definition and history of Distance Education.

   b. Statistics of rural education

   c. GED testing

   d. Who are your students and motivations of adult students

   e. Tutor job description and tips

   f. Tutor and student monthly reports, contract, and data

   g. Time management (borrowed from Tuscarora 353 project)

   h. Annotated bibliography

3. Three trainings were provided in Waynesburg and one in Washington. Only small group sessions were scheduled. The three trainings in Greene county were administered because of the positive response to be a Homestudy tutor.

4. Thirteen volunteers trained through the 143 Project First Step program were excited about the Homestudy Option program and participated in the additional training. These Instructional Aides preferred to meet students once a month instead of every week because of their own schedule conflicts, but were able to contact students by phone more regularly.

5. Monthly follow-ups were conducted by separate reports from the student and Instructional Aide. Instructional Aide's reports showed time the volunteer spent on the project. As we wanted the students to understand that their study time was important, their monthly report also included time they spent working independently. The student report easily showed when and how much they had studied. Follow-up calls were made when monthly reports were not mailed in.

6. Monitoring the use of the packets and materials were done by telephone. An end of the program evaluation was done by mail and phone. One important observation was that students enjoyed using the books because they could follow the lessons easily and work at their own pace. The 353 (98-1023) program didn't allow the student to work at their own pace.

E. Objectives Not Met

1. Training sessions were to be provided at each of three locations in our service area (one in Waynesburg, one in Washington, and one in the Mon Valley area). In the Mon Valley area, eligible students were not found as all were able to attend weekly sessions with Instructional Aides, so this project was not conducted in that area.

2. The projected goal was to match 12 trained volunteers with 30 students. We interviewed students, but only 13 students were matched with the trained volunteers. Many students preferred to meet with their Instructional Aides on a regular basis; others

tested too low for the Homestudy Option. Some refused the Homestudy Option as they were unable or unwilling to work on their own. They needed the discipline of face to face contact with an Instructional Aide. 47 students were approached to participate in the Homestudy Option. 7 students tested too low to participate.

F. Evaluation

Instructional Aides evaluated our 143 Project First Step program and then compared it with the Homestudy Option. At the end of the program year, an evaluation of the Homestudy Option (included) was sent to all students and Instructional Aides. The volunteers felt the program was beneficial and successful. One volunteer thought the program was only somewhat helpful because the student was having difficulty meeting and scheduling phone contact with them so there was little progress beging made.

The Homestudy Option students felt strongly about the program. They felt the weekly phone call kept up their motivation and they could work at their own pace.

G. Distribution

Copies of the Homestudy Option Packet is available through the Department of Education and AdvancE at 333 Market Street, Harrisburg, PA 17126-0333. A workshop will be offered for mid-winter 1994.

APPENDIX

DISTANCE EDUCATION TUTOR EVALUATION FORM

I have been a Distance Education Tutor for _____ months with Community Action Southwest.

1. The Distance Education tutor training was applicable.

   _____ agree _____ not sure _____ disagree

2. I found difficulty in motivating my student.

   _____ never _____ sometimes _____ always

3. I found problems with mailings and preparations of lessons.

   _____ never _____ sometimes _____ always

4. The monthly meetings with my student were:

   _____ successful; the student was highly motivated.

   _____ useful; gained participation and progress of student.

   _____ satisfactory; some progress from last month's meeting.

   _____ unsatisfactory; little progress from student.

   _____ unsuccessful; never met with student.

5. A weekly phone call with my student was:

   _____ too much _____ too less _____ a waste of time

6. I found the tutor training handbook to be:

   _____ beneficial _____ not sure _____ unbeneficial

7. The Annotated Bibliography was helpful:

   _____ agree _____ not sure _____ disagree

8. The training gave me information about distance education. I found the information to be:

   _____ somewhat helpful _____ helpful _____ very helpful

9. The books and materials designed for the program were:

   _____ somewhat helpful _____ helpful _____ very helpful

   Comments and suggestions for future materials:

10. My comments about the distance education program, and suggestions for the future are:

DISTANCE EDUCATION STUDENT EVALUATION FORM

I have been a Distance Education Student for _____ months with Community Action Southwest.

1. The Distance Education program was helpful to me in reaching my goal.

   _____ agree _____ not sure _____ disagree

2. I found problems with motivation or finding study time.

   _____ never _____ sometimes _____ always

3. I found problems with mailings and preparations of lessons with my tutor.

   _____ never _____sometimes _____always

4. The monthly meetings with my tutor were:

   _____ successful; left with a feeling of success.

   _____ useful; gained participation and progress with tutor.

   _____ satisfactory; some progress from last month's meeting.

   _____ unsatisfactory; little progress.

   _____ unsuccessful; never met with tutor.

5. A weekly phone call with my tutor was:

   _____ too much _____ too less _____ helpful

6. Do you feel contact with your tutor kept you motivated?

   _____ Yes _____ No

7. I was able to discover the skills I needed to build.

   _____ very little _____ adequately _____very much

8. I feel I improved my skills in the areas I studied.

   _____ very little _____ adequately _____ very much

9. The program increased my confidence.

_____ very little _____ adequately _____ very much

10. My comments about Distance Education, and suggestions for the future are:

Community Action Southwest

May 6, 1993

PRESS RELEASE

Community Action Southwest is offering Distance Education for individuals who want to receive their GED. Distance Education is available for people who cannot attend a GED class or meet with a tutor regularly. It is a home-study option with a tutor who will call weekly and meet with them monthly. If you are interested in getting your GED through Distance Education or becoming an adult education tutor, please call Pamela King at 852-2893 ext. 22 or 1-800-433-1943.

May 7, 1993

DISTANCE EDUCATION is being offered by Community Action Southwest for individuals who want to receive their GED.

Distance Education, available for people who cannot attend a GED class or meet with a tutor regularly, is a home-study option with a tutor who will call weekly and meet with students monthly.

Anyone interested in becoming a Distance Education student or adult education tutor may call Pamela King at 1-800-433-1943 or 852-2893 ext. 22.

Washington/Administrative Office: 315 East Hallam Avenue Washington, PA 15301-3407 Phone 412-225-9550 Fax 412-228-9966
Waynesburg Office: 22 West High Street Waynesburg, PA 15370-1324 Phone 412-852-2893

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Distance Education
Tutor Training
Waynesburg
Dec. 9, 1992

1. ~~Lattice Hutton~~ } morning
2. Mara Belding
3. Janice Schroyer } afternoon
4. ~~Cathy Hoyle~~
5. Martha St. McMillen
6. Rebekah Brigode
7. Margaret McCombs (called)
8. ~~Dawn Paul~~

April
9. Rhea Wheekly

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1. Sharice Louisiade
2. Vivian Wright (illegible)

3. Sandy Spriggs

4. Julia Dugas

Distance Educatio.
Tulo. Training

Washington
Jan 26, 1993
6:30 pm
(illegible)

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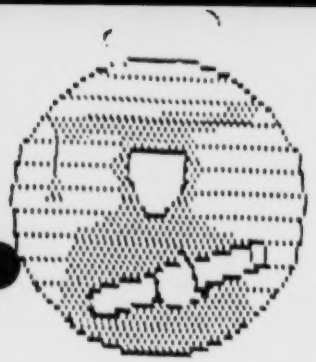
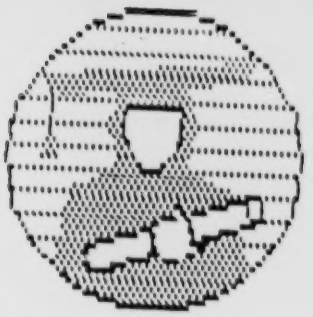
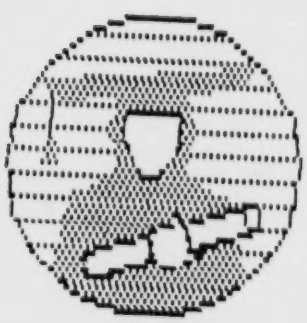
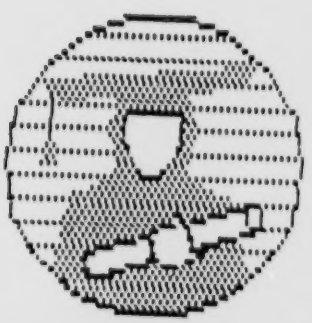




DISTANCE EDUCATION TUTOR TRAINING PACKET





AGENDA

1. Welcome
2. Definition and History
3. Statistics of Rural Education
4. GED tests
5. Who are your Students
6. Motivation of Adult Students
7. Job Description
8. Tutor Tips
9. Student Contract and Data
10. Diagnostic Work-up Sheet
11. Tutor/Student Monthly Reports
12. Time Management
13. Annotated Bibliography

DISTANCE EDUCATION
TUTOR TRAINING

Welcome to the Community Action Southwest training program for Instructional Aides. Our goal is to provide you with the skills and information you will need while working with adult students that need distance education.

You have already been trained through our program for adults who cannot attend GED classes on a regular basis because of time conflicts. This training session focuses on meeting the needs of adults who live in rural areas and have no means of transportation. This means that your tutor-student meetings will only be once a month.

This packet is designed to help you with an education that does not consist of face-to-face contact. It will help you design your lessons and how to talk with a student you meet once a month. This job will require frequent use of the telephone and mailings.

Motivation is extremely low for adults who choose distance education. Hopefully, we can better some adults by reaching their needs and goals.

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DEFINITION OF DISTANCE EDUCATION

Distance education is a form of study not led by teachers present in classrooms, but supported by tutors and an organization at a distance from the student. The education is often planned by the adult student: The student may learn when he wants, whatever the hour of the day or night; he may learn wherever he wants; he may learn at his own pace. He controls his own learning situation. However, he does not know if he is doing well in relation to his learning. He connot judge himself with a peer group.

Students learning at a distance is entirely different from the education you may first think of. Often they are returning to study after a number of years. For such people the concept and practice of their previous learning is somewhat clouded. They have an experience of life and work and a framework into which their new learning has to be set. Often the students learning at a distance are part-timers. Their work and families are of prime importance. Study time is not open to them as it is open to conventional students to devote themselves entirely to learning. The process of learning at a distance is quite different from education they may be familiar with: the swift feedback from face-to-face learning is absent, the supportive environment of the peer group is lacking, and also the grades of achievement. Thus the individual's confidence is difficult to establish.

HISTORY

Correspondence eduaction represents the roots and foundation of distance education. Organized corespondence education is at least 150 years old. Isaac Pitman is recognized to be the first modern distance educator. By profession a phonographer, he began teaching shorthand by correspondence in Bath, England in 1840. This method of study appealed to adults who needed new methods of learning that would not conflict with their workdays. Students were instructed to copy brief Bible passages in shorthand and return them to Pitman for grading, using the new penny post system. Within a few years Pitman had a staff to take care of the grading.

One of the goals of correspondence education was to provide access to education for those who were unable to attend traditional classroom instruction. Distance education was an attempt to reach out to learners regardless of socioeconomic or educational background.

The great weakness of distance education has in most cases been the slowness of the communication process. While distance study provides access to education and freedom to study when and where students wish, these learners must possess considerable motivation and learning ability to succeed. Even with the help of a tutor, motivation is difficult to sustain over time, and this difficulty may explain the high dropout rate in distance education. For many would-be learners, the choice is d. tance education or nothing.

DISTANCE EDUCATION

STATISTICS OF EDUCATION IN RURAL AREAS

Rural areas are impacted by a rapidly changing and increasingly competitive world economy. Where it might once have been possible for a rural person to get a job that did not require a high school diploma, this is becoming more difficult. Traditional rural occupations including those in agriculture and manufacturing depend more and more on a local worker knowing about science and technology. Most of the new jobs of tomorrow will demand higher skills for entry level positions than the jobs of today.

Literacy levels of the workforce are not keeping pace with increasing literacy demands in the job market. Companies have found that many of their workers are not trainable in new technologies because they lack necessary basic skills. Businesses are very aware that illiteracy is costing them in terms of both productivity and profitability.

At all levels of education the rural population is at a disadvantage compared with the urban population. U.S. Census data on adults aged 25 and older indicate that 36.9% of the rural adults, compared to 34.6% of the urban adult population, did not complete high school. The picture is even more dismal for the farm population. For rural farm, 41.3% did not graduate from high school.

ONE OUT OF FIVE ADULTS IN PENNSYLVANIA HAVE NOT CONTINUED THEIR EDUCATION PAST THE EIGHTH GRADE.

Costs to Businesses from Employee Illiteracy

O Costly mistakes made by employees who lack adequate basic skills

O Lost productivity and efficiency

O Decreased product quality

O Increased need for supervision

O Increased cost of training

O Problems in the relationship of workers with supervisors and coworkers

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O Accidents due to inability to follow safety directions

We conclude that the current situation is a difficult one: a shrinking and aging workforce with lower basic skills to supply labor for jobs with higher literacy demands.

RURAL WORKFORCE IS
AGING WITH LOW BASIC SKILLS

NEW JOBS WILL HAVE
HIGHER LITERACY DEMANDS

Factors to Consider when Designing Literacy Programs for Rural Areas

- O **GEOGRAPHIC ISOLATION** means higher costs to deliver services.
- O **LOWER POPULATION DENSITY** results in less students per class.
- O The **SOCIODEMOGRAPHIC MAKEUP** of rural populations must be recognized in program allocation criteria.
- O Rural areas have **FEWER ORGANIZATIONS** that could provide literacy programs
- O Isolation can lead to **LOW SELF ESTEEM** and affect motivation to participate in literacy.
- O Existing **RURAL NETWORKS** must be used to recruit student - urban recruitment methods don't work.
- O **TECHNOLOGIES** which can deliver programs over distances are particularly important in rural areas.

GED Tests

TEST	%	# Items	Time Limit
WRITING SKILLS, Test 1, Part 1			
Sentence Structure	35	55	75
Usage	35		
Mechanics (capitalization, punctuation, and spelling)	30		
Sentence Correction	50		
Sentence Revision	35		
Construction Shift	15		
WRITING SKILLS, Test 1, Part 2			
Essay			45
SOCIAL STUDIES, Test 2			
History	25	64	85
Economics	20		
Political Science	20		
Geography	15		
Behavioral Sciences	20		
Cognitive Levels			
Comprehension	20		
Application	30		
Analysis	30		
Evaluation	20		
SCIENCE, Test 3			
Life Sciences	50	66	95
Physical Sciences (Earth Science, Physics, Chemistry)	50		
Cognitive Levels			
Comprehension	20		
Application	30		
Analysis	30		
Evaluation	20		
INTERPRETING LITERATURE AND THE ARTS, Test 4			
Popular Literature	50	45	65
Classical Literature	25		
Commentary about Literature and the Arts	25		
Cognitive Levels			
Comprehension: Literal and Inferential	60		
Application	15		
Analysis	25		
MATHEMATICS, Test 5			
Arithmetic			
Measurement	30	56	90
Number Relationships	10		
Data Analysis	10		
Algebra	30		
Geometry	20		
Cognitive Levels			
Set-up or Solution required	25/75		
Graphic or non-graphic stimulus	33/67		
Sufficient, extraneous, insufficient, or insufficient and extraneous	85/5/5/5		
Operations (addition, subtraction, multiplication, division, square root/ exponents)	25/25/ 40/10		

WHO ARE YOUR STUDENTS?

Adults are individuals possessing unique needs, values, attitudes, goals, beliefs, motivations, and self-concepts. This individuality certainly complicates the process of education. With such diversity in individual needs, goals, and motivations, where does the distance educator begin? First, you should always respect your student. Some may shock you with their lifestyles or past history, but you must be careful of how you react to them. They can easily pick up on any negative body language you may convey. Instead, smile at them and ask them how they ever did it, complement the courage they have, or show them that you care. Second, the time and place should appeal to the working adult. You do not want to influence another bad learning experience by telling the adult what to do. Let them choose the most convenient hour and place for them. You are not expected to meet in their home. This is discouraged. Third, the literature and learning materials will be supplied to you and the student through our program. All the materials are adult oriented. We will leave the decision up to you and your student as to what materials they will need. An annotated bibliography is enclosed for your convenience in deciding the materials you will need. You will know your student best and what their learner traits are. Please pay close attention to your student;s responses as to whether or not their form of study is working for them or not.

Remember these characteristics from your first tutor training session through Community Action Southwest:

-Lack of self confidence
-Fear of school
-Values, attitudes, and goals differing from middle class norms
-Use of defense mechanisms
-Adults are slower to change habits than younger people
-Adults often don't feel free to express themselves
-Adults don't like being treated as children
-Adults bring lifetimes of experience to the classroom

MOTIVATION OF ADULT STUDENTS

Adult students are often more highly motivated than younger students. They have specific needs that need meeting, and they see education as the way to satisfy their needs.

1. The distance educator's mission is to provide a learning environment that allows individual adults to interact with appropriate objects, people, and events in order to acquire relevant new behaviors (knowledge and skills); gives adults an opportunity to practice the new behaviors if necessary and helps adults learn how to apply these behaviors in meaningful situations. Unless education is relevant to the student, it has no meaning for him or her.

2. The motivations of adults are strongly tied to the value they place on educational experience, so the characteristics and responses of students must be important to distance educators.

3. The best feedback is positive reinforcement and this reinforcement should be immediate. In the case of distance education, this is impossible. When you are able to deliver feedback on how they are doing, distance students do not want you to waste their time. So be selective when choosing what to say and how much.

4. Help your students develop realistic goals, challenges, and a reasonable learning speed.

5. Adults contain self-directness, experience, developmental readiness, and problem orientation.

6. Adults have accumulated many experiences that are a great resource for learning.

Motivation for adults in distance education can be difficult to encourage. They have no guidelines for learning except for the ones they set themselves. Since they are rural, they are deprived of libraries, museums, and other free cultural enrichments. They do not have peers learning with them or the feedback when they need it. Keep in mind that most of these adults live in poverty and have many responsibilities. Since motivation is a considerable problem in distance education, the dropout is high.

JOB DESCRIPTION
DISTANCE EDUCATION
VOLUNTEER INSTRUCTIONAL AIDE

PURPOSE: To help an individual sixteen years of age or older to prepare for the GED high school equivalency test or an educational goal that they can not meet otherwise.

TRAINING: You are required to have already undergone the 2 hour tutor training with Community Action Southwest and this pre-service distance education tutor training.

PLACE OF WORK: Sessions can occur in a learning center, library, church, or community center convenient for both tutor and student.

HOURS: The distance educator and student are required to meet only once a month for 1 1 2 to 2 hours per session. We ask that you and the student designate times to call at least once a week. If the student feels this is too much, schedule the calls accordingly. There is one Test-Taking Tips Workshop we would like you to attend. This is a chance to bring all the tutors and students together.

DURATION OF JOB: We ask that you make a commitment of four to six months. At the end of that time, you and the Area Coordinator can meet to discuss extending your service.

DUTIES:

1. Provide encouragement and support by:
   a) Helping your student develop a positive self-concept and attitude toward learning.
   b) Encouraging your student's increased and total independence from you.
   c) Showing acceptance of your student by listening to what she/he has to say and encouraging her/his input into lessons.
   d) Encouraging your students to work on challenging materials as a positive oppurtunity for growth and independence.
   e) Consulting "Project First Step" staff when necessary.

2. Calling regularly and punctually, and meeting once a month.

3. Mailing lessons and materials to students. Please bring these materials to our office and we will mail them to the student. We don't want you to spend your own money.

4. Submit a monthly record of the students' progress and attendance.

5. Inform "Project First Step" staff immediately if you choose to stop working with the program. We suggest you give two weeks notice in order to prevent a long gap of service for your student.

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TUTOR TIPS

Since learning in an educational situation is so dependent upon the interaction between the teacher and student in distance education, every effort must be made to understand the communication process and to use it in ways that benefit adult learners. Keep in mind that adult learners appear to benefit the most when they have control of the educational transaction.

1. Independence is the freedom to choose objects and methods of learning.
2. Power is concerned with the various abilities of the learner to cope with the educational activity.
3. Support refers to the range of resources available to the learner.

It would be irresponsible to grant independence to learners without serious consideration of their abilities and skills (power) as well as necessary resources (support) available to achieve intended educational goals. Community Action will already have the student assessed in areas of their abilities and skills and will also provide the books to start them out. You must be careful of the workload because discouragement will result a dropout.

It must be emphasized that students can gain control by accepting guidance and support. **THE CHALLENGE IN DISTANCE EDUCATION IS FOR THE TUTOR TO HAVE THE CONTROL WHILE THE STUDENT HAS THE ILLUSION OF INDEPENDENCE.**

When a tutor meets distance students face-to-face, she is no longer the means of passing information, rather she is there to help students learn information brought to them from the outside. Learning is more effective if, through dialogue between the student and teacher, the student can be shown how the new matter he is learning relates to what he already knows, and relates it to his environment.

The relationship must be relaxed and open. So when meeting your student always keep in mind:

1. **Dialogue** - the only face-to-face learning your student will have.
2. **Feedback** - unless the tutor has some means of knowing how her students are working, she has no means of helping them and she cannot discover how successful are the materials she has created.
3. **Materials** - to be effective, distance teaching materials should ensure that students undertake frequent and regular activities over and above reading, watching and listening.

Dialogue

Dialogue has an important checking function:

1. It enables the tutor to check the student's progress.
2. The tutor to check her method of presentation by seeing whether the student understands her.
3. The student to check the tutor, in case the tutor has actually got things wrong.

Frozen dialogue will only disable the learning experience, so always revive your relationship with your student by keeping it open and following some of these suggestions:

1. that feelings of personal relation between the tutor and student promote study pleasure and motivation.
2. such feelings can be developed by well organized materials and two-way communication at a distance (use your telephone).
3. that study motivation and pleasure are favorable to the study goals and the use of proper study processes and methods.
4. that the atmosphere, language and conventions of friendly conversation favor feelings of personal relation.
5. that messages given and received are easily understood and remembered.
6. that guiding and planning the work are necessary for organized study.

Characteristics of Conversation:

1. Easily accessible presentations of study matter; clear, understandable language, in writing easily readable, moderate density of information.
2. Explicit advice and suggestions to the student as to what to do and what to avoid, what to pay particular attention to and consider, with reasons provided.
3. Invitations to an exchange of views, to questions, to judgements of what is to be accepted and what is to be rejected.
4. Attempts to involve the student emotionally so that he or she takes a personal interest in the subject and its problems.
5. Personal style including the use of the personal and possessive pronouns.

An employee of Project First Step will be present for the initial meeting with your student. This is a chance to see how first impression and feelings are expressed. You may want to ask some of these questions with the first few conversations:

-What are your student's interests or hobbies?
-Why has your student decided to complete his/her high school education?
-How does your student view his/her proficiency in reading and math?
-Have they taken the GED test before?
-What is their main goal?
-How will they obtain or reach this goal?
-When and where will they meet or talk next? (exchange phone numbers)

Feedback

Feedback from the student is the only means you have of checking if the materials you prepared are working for your students.

You may want to consider some of these questions to promote feedback:

- -Do you think you can move on to more material?
- -If you think you already know this, you should move on to something else.
- -Could you help me here, I don't know if you need this or not?
- -Is your children studying something you can or cannot help them with?
- -Can you use this in any way with your job?
- -Can you think of a way where you need to use it at home?
- -How can you improve job/home with the skills of this subject?

Be careful of your own feedback toward your student. Never express negative feelings verbally or with body language. Remember the list we gave you on ways to praise your student? Here are some examples:

Superb.
Very fine work.
A splendid job.
I like your style.
It looks like you put a lot of work into this.
I like how you tackled this.
You're on the right track now.
How impressive!
Excellent work.
That's it!
I appreciate your help.
You make it look so easy.
Fantastic! Keep up the good work.

You may want to give frequent quizzes for immediate feedback on your student's progess.

Materials

For your initial meeting with your student, a Project First Step staff member will bring the appropriate materials that you will need to start with your student.

Keep these two things in mind while planning your lessons: 1. Keep materials in short segments. 2. Try not to discuss math on the telephone - visual aids are needed.

Enclosed in this packet is an annotated bibliography to assist you in choosing the materials we can provide.

Here is a list of ideas to help you in planning and presenting a lesson to a student:

1. **Arouse attention and motivate** - Have handy materials. Use illustrations such as: diagrams, drawings, and photographs (must be instructive and coordinate with the lesson; not just inserted to arouse attention). Video tapes or cassettes. Field trips.

Smells (really creative). Presents (really creative). Games and crosswords.

2. **Present objectives of the instruction** - Layout should be carefully plánned and attractive and give a reason why your student will be covering the material.

3. **Link up with previous knowledge and interests** - Use an anticipatory set before each lesson. An anticipatory set is an attention getter that will make the student aware of previous knowledge or interest that can be easily related to the lesson they will be learning. Most of your lesson planning will be through the telephone or correspondense.

4. **Present the material to be learned** - Never leave them in the dark. Talk to your student about what they want to learn when you present the material. Make sure the communication process is clear, so the student can fully understand what they need to do. Remember they will be on their own.

5. **Guide and structure** - This is your main goal for the weekly telephone call.

6. **Provide feedback** - Keep motivation up. They need all the support they can get.

7. **Promote transfer** - Give them a situation for use. A field trip may help.

8. **Facilitate retention** - You need to find out if the program is working for them and if they are learning. Find out by questioning or quizzes.

Education has to increase a person's physical and mental freedom - to increase their control over themselves, their own lives, and the environment in which they live.

Education gains power.

STUDENT DATA APPLICATION

NAME _____ PHONE # _____

ADDRESS _____

_____

AGE _____ MALE _____ FEMALE _____

MARITAL STATUS: SINGLE _____ MARRIED _____ SEPARATED _____

DIVORCED _____ WIDOWED _____

NUMBER OF CHILDREN _____ AGES OF CHILDREN _____

PREVIOUS EMPLOYMENT _____

LAST GRADE OF SCHOOL COMPLETED _____

MEANS OF TRANSPORTATION _____

DO YOU HAVE ACCESS TO A TELEPHONE? YES _____ NO _____

DO YOU HAVE ACCESS TO A VCR? YES _____ NO _____

LIST SOME INTERESTS AND HOBBIES _____

_____

LIST ANY HANDICAPS _____

_____

WHY HAVE YOU CHOSEN DISTANCE EDUCATION? _____

_____

PLEASE LIST ANY SPECIAL EDUCATION BACKGROUND, PREVIOUS ADULT EDUCATION EXPERIENCE OR OTHER RELATED QUALIFICATIONS.

_____

_____

NAME AND PHONE NUMBER OF SOMEONE WHO CAN BE REACHED WITH A MESSAGE:

_____

DISTANCE EDUCATION
STUDENT CONTRACT

1. TRANSPORTATION: You and your tutor are only required to meet once a month. If you have no means of transportation at all, we will try to work something out at your convenience. Please let us know when you do have transportation problems.

2. MEETING YOUR TUTOR: Since you are only meeting once, your attendance should be on time. This is very important for improving your academic skills. If for some reason you will not be able to make it to your session, call your tutor or a Project First Step staff member as soon as possible.

YOUR INSTRUCTIONAL AIDES'S NAME AND PHONE NUMBER ARE:

_____

YOUR SESSION TIME AND PLACE ARE:

_____

3. STUDY COMMITMENT: You are responsible for your own learning. Improving your academic skills can be accomplished best if you have set days, times, and area of study in home for studying.

PLACE OF STUDY _____

DAYS _____

TIME(S) _____

4. TELEPHONE: Schedule times with your tutor once a week for a telephone call. This call is important for your tutor to know how your progress is coming and if he/she should mail more materials to you.

TIME AND DAY OF TELEPHONE CALL _____

5. PARTICIPATION AND EFFORT: This can be difficult to accomplish since you are at a distance from your tutor, but keep your commitment and motivation high. Call your tutor or Project First Step staff member to ask questions, bring up issues that are important to your learning, and make an effort to do the homework. Read and write as much and as often as you can. The best way to improve your skills is to use them.

6. CALL YOUR COORDINATOR IF:
   a) You cannot get in touch with your Instuctional Aide
   b) You want another opinion about your learning
   c) You are not happy with your Instructional Aide

YOUR COORDINATOR'S NAME AND PHONE NUMBER ARE:

_____

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7. COMMITMENT: Learning takes time. It does not happen in a week or month. We are asking you ta make a _____ month(s) commitment. Most of all we want your respect and for you to respect yourself.

_____ _____

STUDENT'S SIGNATURE DATE

For Student's File

I understand the guidelines stated in the Distance Education Student Contract and I will follow them.

_____ _____

STUDENT'S SIGNATURE DATE

DIAGNOSTIC WORK-UP SHEET

Instructional Aide _____

Student _____

Sessions Began _____
DATE

Tutor and Student have agreed to meet at _____
PLACE

on _____ at _____ for the next _____
DAY OF MONTH TIME

Tutor and Student have agreed to telephone on _____
DAY OF WEEK

at _____ .
TIME

NOTE: Time, day, and place of instuction can be adjusted whenever necessary, but advise your coordinator when changes are made.

INITIAL DIAGNOSIS OF STUDENT'S STRENGTHS AND WEAKNESSES

Quick Assessment Results:
Reading _____ Math _____ Subtest A _____

Comments: _____

_____

_____

GED Pre-Test Scores:
Math _____ Eng _____ Lit _____ Soc St _____ Sci _____

Comments: _____

_____

_____

TUTOR MONTHLY REPORT

Instructional Aide _____

Student _____

Report from _____ to _____
date date

Total number of hours at monthly meeting _____

Total number of hours of telephone contact _____

Total number of hours for preparation or mailings _____

Summarize what you accomplished with your student during the month:

_____

_____

_____

What were the results of the student's work?

_____

_____

_____

What are the student's projected goals for the next month?

_____

_____

_____

Summarize your student's progress from last month.

_____

_____

_____

MONTHLY TUTORING AND ATTENDANCE CALENDAR

At end of month mail to: your coordinator

AREA _____

Year _____ Month _____

STUDENT _____

Hours spent in: tutoring _____

TUTOR _____

Daytime Phone

Hours spent in: preparation and travel _____

S	M	T	W	T	F	S

1) Put date in small box in each large box.
2) Enter subjects covered in the large box
3) Enter total tutoring time that day.
4) If lesson was cancelled, give reason.
5) If tutoring stopped, give date and reason.
6) Fill out summary report form

PLEASE RETURN BOTH FORMS BY THE FIRST OF EACH MONTH!

Mail to:
Community Action Southwest
Jane Schrock
22 W. High St.
Waynesburg, PA 15370

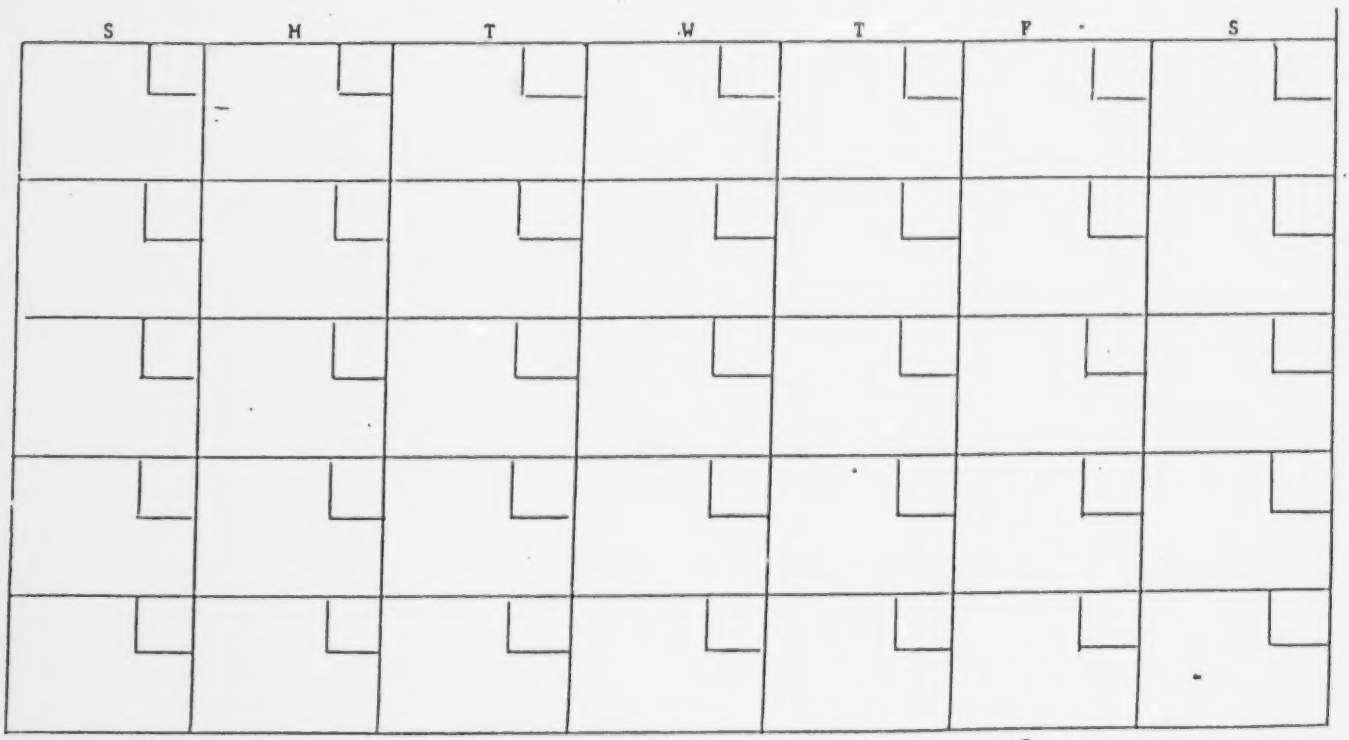
STUDENT MONTHLY REPORT

Student _____

Instructional Aide _____

Report from _____ to _____
date date

Total hours of study for the month _____



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PLEASE RETURN BOTH FORMS BY THE FIRST OF EACH MONTH!

Mail to:
Community Action Southwest
Jane Schrock
22 W. High St.
Waynesburg, PA 15370

GAINING TIME BY KNOWING YOURSELF

Questions to ask about yourself:

1. Have you identified the most important tasks and responsibilities of your job?

   _____

   _____

   _____

2. List those things which should be done daily.

3. Determine those things that contribute most to success.

4. What do you get paid to do?

5. What things do you really like to do?

6. Should you be doing them?

7. Do you drag them out to fill time because you enjoy them and because they make you feel secure?

8. What can you delegate?

9. What can you do smarter?

10. What tasks do you dislike the most?

From: The Parent/Student Study Skills Connection Curriculum, Carol S. Molek, Project Director/ Coordinator (Lewistown: TIU Adult Education and Job Training Center, 1989-1990), pp. 8-15, 18, 246-250, 104-109.

11. How much time do you spend planning:

    A. The day

    B. The week

    C. The month

    D. Long range planning

12. When do you work best:

    A. Prime time

13. Do you know how to catch your momentum?

14. How do you use miscellaneous time?

15. How do you use leisure time?

BARRIERS TO IMPROVING THE USE OF TIME

A. No real concern for the value or use of time

B. Before analyzing the present use of time, quickly stating that time problems are the result of the system

C. Failure to understand or designate the key functions in the job

D. Fear

- of change
- economics
- exposing lack of job skills

E. Lack of discipline and control

TIME MANAGEMENT

I. Communication

A. Ask for help - people cannot read minds
B. Do not yell!
C. Persist in all communication - giving up means losing out
D. Give CLEAR instructions
E. Explain jobs in terms of work not person doing the job
F. GOAL: Better time management for YOU

II. Delegation

A. ASK - communicate your need
B. Let family do chores - THEIR WAY
C. DON'T be critical - once done, forget it; no perfection here
D. Compliment completed job
E. Develop attitude that it is natural and expected for family to help

III. When There Is Too Much To Do

A. We don't plan properly
B. Don't be unrealistic about how long some things take to be done
C. Haven't set priorities or made needed decisions
D. Trying to impress someone or ourselves
E. Afraid to say NO
F. Have allowed the boss or family to be too demanding without doing anything active about correcting it

IV. Crises Management

A. Plan flexibility into your day
B. Anticipate the unexpected as well as the expected
C. Identify a REAL crises - don't over react
D. No perfectionism, no procrastination
E. Have a back-up BEFORE crisis occurs (extra babysitter, food, medicine, etc.)

V. Overcommitting

A. Realistic plans and priority setting
B. Ask two questions: WHAT IS THE BEST USE OF MY TIME?
WHAT WILL HAPPEN IF I DON'T GET THIS DONE NOW?
C. FORGET superwoman
D. Practice saying NO
E. Communicate problem to others - solicit their ideas

VI. To-Do-List

A. Do it now - first or last thing of the day
B. PLAN TIME INSTEAD OF WORK
C. Give each chore a time frame
D. Leave spaces for the unexpected

VII. Flexibility

A. You cannot organize OTHER PEOPLE'S TIME - ONLY YOUR OWN!
B. Planned flexibility gains control of your time

VIII. Morning Madness

A. Most people have ROUTINES, not PLANS
B. Questions of the morning - WHAT CAN I SKIP?
C. Spot your peaks and valleys

TEN STEPS TO EFFECTIVE TIME MANAGEMENT

1. Recognize and treat time as a scarce resource.
2. Operate on the assumption there is never enough time.
3. Be aware of how the forces within you dictate time use.

* habits
* attitudes
* perceptions
* values
* experiences
* emotions
* health

4. Be conscious of where your time is presently going
5. Determine your short term and long term professional goals.
6. Establish what is true job success.
7. Make a daily list showing those tasks and events contributing to points 5 and 6. Also, consider those events needed to meet demands.
8. Prioritize your tasks.
9. Build in planning and thinking time on a regular basis.
10. List the biggest time wasters and develop a plan of attack for each one.

TIME MANAGEMENT STRATEGIES

1. 80% of your best work is done in the first 20% of the time you spend on a task.
2. Use "sprinting" - pick a few days and start early - go late with all the speed and enthusiasm you can muster.
3. Avoid procrastination: when you leave a project, map out what the next step will be and jot it down. You'll find it's so much easier to return to the next time.
4. Set deadlines.
5. Generate momentum - set a time limit and do some routine parts of the project FIRST. Use an alarm if necessary.
6. Reward yourself AFTER completion of a task - procrastinators tend to avoid tasks by doing something they like first.
7. Pick one task a week on which to improve - decide when you will have success, make a plan, and explain it to all involved. Break down your plan into action steps (daily goals) and build in rewards when you get to the final goal.
8. Consolidate jobs - plan ahead.
9. Set your watch ahead.
10. Have some "quickie" tasks available for spare moments.
11. Schedule meetings with yourself (write it down!)
12. Turn a negative into a positive - instead of worrying about a broken glass, for instance, say something like, "I never liked that one anyway" or "Now I won't have to wash it" or "Now I have an excuse to clean the floor which I've been trying to do for a while."
13. DON'T try to move BOULDERS - break them down into rocks or find rocks to move instead or go around the boulder or go where there are NO BOULDERS, only rocks!
14. Develop a time philosophy - What is your time worth to you? Is it yours to waste if you want? How do you measure time? What are your time horizons? Is time important to you?
15. Set priorities - get organized!
16. Put high priorities first. WHY? We often use valuable time in attending to low priority and sometimes easier tasks because they seem more manageable. Know when you do your best work and use time wisely.
17. Subdivide large tasks into smaller ones.

18. Build a comfortable working atmosphere - a comfortable physical atmosphere! Have a workable but convenient and comfortable layout that includes pleasant lighting and nice furniture.

19. Know when and how to say NO!

20. Learn to delegate.

21. Avoid perfectionism - too time consuming and too much repetition!

22. DON'T OVER COMMIT - know when NOT to volunteer your time; it is precious!

23. Don't over schedule - track your time usage; be realistic.

24. LISTEN TO YOUR INNER VOICE - It's your best guide.

10 QUICK WAYS TO MOTIVATE YOURSELF *

1. Your goals should be written; long-term & short-term.
2. Review these goals each day and list all ideas that result.
3. Think only on what you want to do, not on what you don't want to do.
4. Visualize yourself as you want to be.
5. Use each experience as a lesson and apply what you learn.
6. Be open to new ideas that can apply for better physical, mental and moral health.
7. Influence others with suggestion and yourself with self-talk.
8. Commit inspirational sayings (affirmations) to memory. Use them during the day.
9. Learn to find help for yourself and then pass on the information to others.
10. Be a self-starter and say to yourself DO IT NOW!

* Associations Report, P.O. Box 12802, Salem, Oregon 97309-0802

TEN WAYS OF STUDY THAT WORK *

A new school year -- with all its possibilities and promise -- lies ahead for all of us. The marks you make this year can pay you well -- in helping you enter the college you want, in bringing you nearing to the lifework of your choice, perhaps in college scholarships.

At this moment the year's ahead -- make the most of it!

Efficient ways of study are not a mater of guess. Psychologists have been working for years on how to study. Research on the best methods of study has been conducted at top universities -- including Stanford, Ohio State, and Chicago. There, careful experiments with groups of students have thrown light on way of study that are best. By using these ways, you should learn more easily, remember longer, and save hours of study time.

The suggestions that follow are based on the results of these experiments.

1. **Make and keep a study schedule**

   Set aside certain hours each day for homework. Keep the same schedule faithfully from day to day. The amount of time needed for study will vary with the individual student and the courses on his or her schedule.

2. **Study in a suitable place -- the same place every day**

   Is concentration one of your study problems? Experts tell us that the right surroundings will help you greatly in concentration. Your study desk or table should be in a quiet place -- as free from distractions as possible. You will concentrate better if you study in the same place every day.

3. **Collect all the material you'll need before you begin**

   Your study desk or table should have certain standard equipment -- paper, pen, an eraser, and a dictionary. For certain assignments you'll need a ruler, paste, a compass, or a pair of scissors. With all your materials at hand, you can study without interruption.

4. **Don't wait for inspiration to strike -- it probably won't**

   We can learn a lesson about studying form observing an athlete. Can you imagine seeing an athlete who is training for a mile run sitting on the field waiting for inspiration to strike before he starts to practice? He trains strenuously day after day whether he wants to or not. Like the athlete we get in training for our tests and examinations by doing the things we're expected to do over a long period of time.

5. **A well-kept notebook can help raise your grades**

   Research shows that there's a definite relationship between the orderliness of a student's notebook and the grades he makes. Set aside a special section for each of the subjects on your schedule. When your teachers announce important dates for tests and examinations, you'll find how priceless orderly notes can be.

* Bernice Jensen Bragstad and Sharyn Mueller Stumpf, Study Skills and Motivation (Massachusetts: Allyn and Bacon, Inc., 1987), pp. 357-359.

6. Make a careful record of your assignments

Why lose time phoning all over town to find someone who know the assignment? Put it down in black and white -- in detail -- in a designated place in your notebook. Knowing just what you are expected to do and when you are expected to do it is the first long step toward completing important assignments successfully.

7. Use "trade secrets" for successful study

Flash cards are "magic helpers." On the front of a small card you write an important term in history, biology, English, etc., and on the back, a definition or an important fact about that term. Carry your flash cards with you. At odd times take them out and ask yourself the meaning of the term. If you don't know, turn to the other side and review the answer.

The "divided-page" is another trick of the study trade. Make a dividing line down the center of a sheet of notebook paper. Then write important questions on the left side and the answers on the right. Use the "self-recitation" method of study. Cover the right-hand side and try to give the answer. Then check and recheck until you're sure you know the material.

A simple but effective study device is a "cover card." As you are studying, look at your notebook or textbook and read what you have just read -- and try reciting or writing the facts from memory. Check until you are sure you have mastered these facts.

8. Good notes are your insurance against forgetting

Learn to take notes efficiently as your teachers stress important points in class and as you study your assignments. Good notes are a "must" for just before-test reviewing. Without notes, you will often need to reread the whole assignment before a test. With them, you can call the main points to mind in just a fraction of that time. The time you spend in taking notes is not time lost but time saved.

9. Perhaps you've asked, "How can I remember what I've studied?" One secret of remembering is overlearning

Psychologists tell us that the secret of learning for the future is overlearning. Overlearning is continuing your study after you have learned the material well enough to barely recall it. Experts suggest that after you can say, "I have learned the material," you should spend in extra study one-fourth of the original study time. In an experimental study, students who overlearned the material remembered four times as much after 28 days had passed.

10. Frequent reviews will pay you well -- in knowledge, grades, and credits

Without review the average student can forget 80 percent of what he has read -- in just two week! Your first review should come very shortly after you study material for the first time. The early review acts as a check on forgetting and helps you remember far longer. Frequent review throughout the course can pay you well -- in pretest peace of mind.

All this is helpful only if you follow through!

TWELVE TIPS FOR STUDYING AND MANAGING YOUR TIME *

1. Plan a definite time for studying each day. This will discourage procrastination and prevent the pile-up of work.

2. Shorten your study time by knowing the purpose of each assignment, what to do, and how to do it before you leave class. Keep a record of all assignments in a special section of your notebook.

3. Predicting the amount of time needed for each assignment causes you to work harder so that you save time. By timing your assignments, you are more likely to concentrate and less likely to become bored.

4. Time yourself to see how long it takes you to read five pages of your textbook or a paperback. This will help you estimate the time needed to complete a reading assignment. Because a textbook is loaded with information, you may have to read some sections more than once. Even teachers have to reread material. Allow time for reflecting on what you read, too.

5. Pay attention to charts and diagrams. They can be shortcuts to understanding.

6. When a reading assignment is made, you can expect to have a discussion of the material or a quiz in class. Take a little time to review just before class so that you are ready to participate.

7. Every time you study spend ten minutes in review of previous assignments. These "refresher shots" are the secret for long-term memory. This habit of frequent review also results in less time needed for studying for a major test.

8. Use daytime for study if possible. At night you are likely to be less efficient.

9. After studying about forty minutes, take a five-minute break. This refreshes your mind so that you can concentrate better and finish faster.

10. Setting a "stopping time" at night will encourage hard work in anticipation of being through by ten o'clock or whatever time you set. Sometimes you may even beat the clock. The increased impetus helps you concentrate.

11. Don't cram for hours the night before a test. Instead, distribute your study in half-hour segments over a period of days.

12. Since learning is cumulative, new ideas must be incorporated with previous learning from lectures, readings, and lab experiments. You have to continuously make the connections and associations in your own mind. Putting it all together is easier if you schedule time daily to read, to think, to reflect, to review. Improved learning is the natural result of this approach to using your time.

* Bernice Jensen Bragstad and Sharyn Mueller Stumpf, Study Skills and Motivation (Massachusetts: Allyn and Bacon, Inc., 1987), p. 237.

MEMORY TIPS *

- **What's your attitude?**

  What is you very favorite thing in life -- a person? baseball? music? reading? How tough is remembering new information about that particular thing? That answer reveals your "memory potential." Are you impressed? You should be! (One student knows the batting averages of all the best player in the base ball leagues.)

  "But," you say, "math is not fun." Keep telling yourself that, and it never will be fun. Your prejudices affect your learning, so give some extra time to the subjects you dislike. Research indicates that the more you know about any subject, the more interested you become. Positive achievement is likely to follow.

  Don't be victimized by your own biases. You more readily forget what you don't agree with, so reap remembering dividends by keeping an open mind!

- **Do you intend to remember?**

  Or do you just want to get the assignment out of the way? Without a conscious decision to remember, you probably won't, and no one remembers what she or he has never really learned in the first place.

  Have high expectations of yourself! Focus on how good you'll feel after reading, when you know the material instead of just the three sons that played on the radio while you "studied."

  Also, studying subjects that are different, rather than similar, one after another (for example, history, then mathematics rather than political science) guards against interference and forgetting.

- **Do you personalize the material?**

  Have you ever forgotten a friend's comments on why you're special? Or a compliment paid you by someone you truly admire? Probably not. This shows the power of your memory if you are personally involved. As much as you can, follow this same principle in studying. For example, while reading, ask yourself, "How am I affected by this?"

- **Do you "chunk" the learning?**

  Right now, list three major ideas form the last reading assignment you completed. If you can't do it, then you're choosing to operate at a handicap. When you've finished studying a chapter and can recall seven or so major points, you've got those "key thoughts" that trigger your recall of the related significant details. A prime contributor to comprehension and memory, then, is to categorize ideas.

- **Do you "handle" the material?**

  The more means you use to learn now material, the greater the likelihood you'll remember it. Draw picture to illustrate points. Talk over assignments with friends. Recite information to yourself. Write notes on important points. Each one of these aids will increase your chance of recalling information the next time you need it. "Handling" the new ideas results in their moving form short-term memory to long-term memory.

  Remember -- if you don't use it, you will lose it!

* Bernice Jensen Bragstad and Sharyn Mueller Stumpf, Study Skills and Motivation (Massachusetts: Allyn and Bacon, Inc., 1987), p. 241-242.

- **Do you recite and review regularly?**

  Without any special study approach, you will forget 80 percent of what you learn within two weeks! Reverse that trend by reciting (speaking aloud) immediately after studying. Thereafter, review the content about once a week. When you feel that you've mastered the content, review it again -- overlearn it -- just to be sure.

- **Do you employ mnemonics?**

  Don't forget -- to memorize long lists of items, use the peg-word system, narrative chaining, or other memory systems. Your imagination is a powerful tool for memory, too!

BOOK PARTS - TOOLS TO LEARNING *

The parts of your text have been purposely designed as tools to help you learn. They are instruments that will guide you to the information and knowledge you seek. Because each of the different book parts has a specific purpose, you should learn to use each part effectively and efficiently.

1. The title page will give you the following information:

   a. The title of the text

   b. The names of the author(s) or editor(s). Sometimes the qualifications of the author(s) or editor(s) are given.

   c. The copyright date. The date might be a clue to the recency and validity of the text.

   d. The publisher of the text.

2. Table of Contents

   a. Gives an outline of major topics in the text.

   b. Gives an overview of the text.

   c. Helps you locate useful information, such as reference tables, maps, illustrations, answers to exercises, the glossary, and the index.

3. Glossary

   a. Arranged in alphabetical order.

   b. Gives meanings of important words used in the text.

4. Index

   a. Arranged in alphabetical order.

   b. By looking up key words, you can use the index as a short-cut to information.

* Elissa Sommerfield and Frances Bailey, Study Skills Guide: A Survivor's Manual (Texas: Educational Skills, 1983), pp 23-28.

Reading Defined

Reading is:

1. Understanding the general and special vocabulary in a text.
2. Finding the main idea and supporting details in a reading selection.
3. Comparing and contrasting information.
4. Thinking about what you are reading - evaluating.
5. Being able to locate and organize information.
6. Concentrating on material you are reading.
7. Remembering the ideas and concepts encountered.
8. Interpreting graphic aids.
9. Using an appropriate reading rate for the type and difficulty of the reading selection.

    a. Fastest rates

        (1) Scanning - used to locate a specific detail, such as a telephone number.

        (2) Skimming - used to find the main idea or to survey a selection.

    b. A moderate rate is appropriate for study reading, which focuses on finding main topics and supporting details.

    c. The slowest rate is used when the material being read requires the reader's total concentration. Word problems in mathematics and technical manuals are types of reading selections that often require the reader to use a slow reading rate.

SQ3R 1

S	SURVEY	Quickly glance over the reading assignment to answer the following questions: 1. What is the title? 2. What information is found in the opening paragraph (s) ? 3. Do the boldface headings seem to present a simple outline of the reading assignment? 4. What words are italicized to show emphasis? 5. What information do the illustrations, charts, and graphs provide?
Q	QUESTION	1. Turn the boldface headings into questions that provide a purpose for reading. 2. Who? what? when? where? how? or why? are questions that should be asked.
R	READ-AND-REFLECT	1. Read the selection to find the answers to your questions. 2. Underline the answers to your questions, but be selective when underlining. Underline only the most important words. 3. Be sure to use the appropriate reading rate for the type of material you are reading.
R	RECITE	1. Check your retention of the information. 2. Use a blank card to cover the text under the first boldface heading. Again turn the boldface heading into a question. Then see if you can recite the answer aloud. Use the same procedure with the rest of the headings. 3. Reciting information aloud is a valuable survival technique. Using it often will help you increase your retention of the material studies. 4. Use your visual, auditory, and kinesthetic senses to increase the retention of material. George J. Dudycha urges students to "See it! Say it! Hear it! Draw it or write it!" 2

R REVIEW

1. Skim the boldface headings again.
2. Try to answer the questions you have formulated.
3. If you forget some information, read the underlined parts of your text again. Then cover the text and once more try reciting the answers to your questions.
4. Study the information until recall is automatic.
5. REVIEW OFTEN TO INCREASE YOUR RECALL OF INFORMATION.

1 Francis P. Robinson, Effective Study (New York: Harper & Row, 1946), p. 28.

2 George J. Dudycha, Learn More with Less Effort (New York: Harper & Row, 1957), p. 96.

Skimming for Main Ideas

1. Read only the main idea (topic sentence) of each paragraph.
2. Read the title, subheadings, and words in boldface print or italics.
3. Watch for words that show relationships - however, moreover, in the first place, etc.
4. Use the six key question words to help you see the author's purpose:
   a. Who?
   b. What?
   c. Where?
   d. Why?
   e. When?
   f. How?
5. Don't let details slow you down.

STUDY READING

1. Concentrate!
2. Know why you are reading. What is the purpose?
3. Keep a brisk pace or your mind will wander.
4. Take notes:
   a. On divided paper.
   b. In outline form.
   c. Summarize.
      (1) First take notes on the main ideas and important details.
      (2) Be sure to answer the six key questions - who? what? where? why? when? and how?
      (3) Then write a summary from your notes
5. Keep in mind what you have learned about vocabulary study, finding the main ideas, and other reading skills.

6. Underlining forces concentration.

7. List possible test questions.

   a. Which information might appear in identification questions?

   b. What essay questions might be asked?

8. REVIEW OFTEN!

VOCABULARY DEVELOPMENT

1. Make a study sheet of the specialized vocabulary for each subject.

2. Make a flash card for each new word in your reading assignments.

3. USE YOUR DICTIONARY!

4. Practice identifying words through their use in context.

SPELLING IMPROVEMENT

1. Keep a spelling list of the words you often misspell.

2. Practice writing the words you need to learn.

3. Develop a list of spelling hints to help you. Examples are:

   a. There is always a rat in separate.

   s. A friendly chief says hi to you.

4. Put a spelling dictionary in your notebook. USE IT OFTEN!

5. If spelling is difficult for you, be sure to ask someone to proof the papers you write.

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Focuses on percents, graphs, and measurements.

Charuhas, Mary S., McLenighan, Valjean, McMurtry, Dorothy Davis. Essential Mathematics for Life. Glenview, IL: Scott, Foresman, 1989. Focuses on a basic review, geometry, and algebra.

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Instuction and practice in computation and problem solving with whole numbers, fractions, decimals, percents, and charts and graphs. Comes with Pre-GED Exercise Book.

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Howett, Jerry. Number Power. Book 3. Chicago, IL: Contemporary, 1988.
Focuses on algebra.

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Focuses on geometry

Howett, Jerry. Number Power. Book 5. Chicago, IL: Contemporary, 1988.
Focuses on graphs, tables, schedules, and maps.

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Focuses on word problems.

Howett, Jerry. Number Power. Book 7. Chicago, IL: Contemporary, 1988.
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For adults who want to refresh or develop arithmetic skills in whole numbers and decimals.

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Basic instruction on adding, subtracting, multiplying, and dividing whole numbers.

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Instructs students on adding and subtracting decimals, multiplying and dividing decimals, measurement, adding and subtracting fractions, multiplying and dividing fractions, and percents.

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Covers all areas of mathematics on the GED level: measurement, number relationships, data analysis, algebra, and geometry. Contains two full-length practice tests.

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Instucts students in the skills of whole number arithmetic. Students learn to add, subtract, multiply, and divide and to apply these arithmetic skills in a variety of word problems.

Mitchell, Robert. Breakthroughs in Mathematics and Problem Solving. Book 2. Chicago, IL: Contemporary, 1989.
Instucts students in the use of decimals, fractions, and percents. It begins with a general review of problem-solving skills and then further develops a student's competence in these skills while introducing the new computational topics.

Shea, James T. Working With Numbers. Austin, Tx: Steck-Vaughn, 1990.
Focuses on algebra.

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This is a refresher course focusing on whole numbers, fractions, multiplication and division of fractions, decimals, percents, measurement, and solving and using equations.

Shea, James T. Working With Numbers. Austin, Tx: Steck-Vaughn, 1990.
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Focuses on whole numbers, fractions, and decimals.

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Focuses on percents, measurement and formulas, equations, ratio and proportion.

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Focuses on word problems in algebra.

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Focuses on exponents, roots, and polynomials.

Tussing, Ann K.U. Breakthrough to Math Series, Level Three. Book 5. Syracuse, NY: New Readers Press, 1983.
Focuses on algebraic graphs.

Tussing, Ann K.U. Breakthrough to Math Series, Level Four. Book 1. Syracuse, NY: New Readers Press, 1983.
Focuses on lines and angles.

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Focuses on triangles and quadrangles.

Tussing, Ann K.U. Breakthrough to Math Series, Level Four. Book 3. Syracuse, NY: New Readers Press, 1983.
Focuses on circles and volume.

Watkins, H. Lewis. Practical Math. Book 1. Austin, TX: Steck-Vaughn, 1982.
Designed to help prepare students for taking math tests. Covers decimals, fractions, and percents.

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The student will learn to solve problems using information obtained from tables and graphs. They will also learn how to work with measurements and will learn basic concepts of geometry and algebra.

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Covers more about sentences, punctuation, style, practical writing, and spelling on a pre-GED level.

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Focuses on the essay and familiarizes the adult by examining what an essay is, planning, organizing, writing, evaluating, and changing an essay. Gives several practice topics.

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Pre-GED book that deals with common grammar and writing problems. Focuses on improving grammar through writing.

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GED reading comprehension and analysis of popular literature, classical literature, and commentary.

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GED level workbook provides you with review and practice in answering the types of questions found on the actual GED Literature and the Arts Test. The exercise book has two sections: practice exercises and stimulated tests.

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It will help you study for the GED Literature and the Arts Test by focusing on popular literature, classical literature and commentaries on the arts. Exercises emphasize on critical-thinking skills and contains a full-length GED practice test.

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Pre-Ged series. Approaches content area through a reading strategies organization. In-depth readings give students a thorough background and offers them many examples of authentic literature. Contains test length selections, presented in GED format.

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Provides you with practice in answering the types of questions found on the actual GED Science Test. Contains practice exercises and stimulated tests. Focuses on Life Sciences: Biology, and Physical Sciences: Earth Science, Physics, and Chemistry.

Fleming, Lillian J. Building Basic Skills in Science. Chicago, IL: Contemporary, 1985.
Your work in this book will start to build your science knowledge while it gives you practice building your reading skills. Focuses on Biology, Earth Science, Chemistry, and Physics.

Knapp, Nancy F. Breakthroughs in Science Skills. Chicago, IL: Contemporary, 1989.
This Pre-GED book will teach you how to study reading passages as well as illustrations such as diagrams, charts and graphs. Covers plants and animals, the human body, everyday physics, chemistry, and Earth science.

Lemay, Ron. GED Science. Austin, Texas: Steck-Vaughn, 1991.
Will measure your ability to understand and think about science topics. This book is divided into four content areas: Life Science, Earth Science, Chemistry, and Physics.

Stelluto, Donna. Threshold Science. Englewood Cliffs, NJ: Cambridge, 1992.
In-depth readings give students a thorough background in all aspects of science content. Test length selections, presented in GED format.

SOCIAL STUDIES

Fleming, Lillian J. Building Basic Skills in Social Studies. Chicago, IL: Contemporary, 1982.
Your work in this book will start to build your social studies knowledge while it gives you practice building your reading skills. Focuses on: Economics, Geography, Political Science, History, and Behavorial Science.

Lemay, Ron. GED Social Studies. Austin, Texas: Steck-Vaughn, 1991.
This book covers five categories of social sciences: Geography, History, Economics, Political Science, and Behavorial Science. Comes with a workbook. Contains pretest, practice exercises, answers/explanations, mini-tests, and post test.

Lowe, Virginia A. GED Social Studies Exercise Book. Austin, Texas: Steck-Vaughn, 1990.
Provides you with practice in answering the types of questions found on the actual GED Social Studies Test. Can be used with the book above.

Stelluto, Donna. Threshold Social Studies. Englewood Cliffs, NJ: Cambridge, 1992.
In-depth readings give students a thorough background in all aspects of social studies content. Test length selections, presented in GED format.

Tamarkin, Kenneth. Breakthroughs in Social Studies Skills. Chicago, IL: Contemporary, 1989.
This book emphasized the step-by-step acquisition of skills rather than discrete knowledge. Materials cover the five major social studies areas: History, Economics, Political Science, Behavorial Science, and Geography.

MAPS

Billings, Henry. Maps, Globes, and Graphs of the United States. Book 2. Austin, Texas: Steck-Vaughn, 1989.
Contains the following information on the United States: directions, symbols and legends, scale and distance, route maps, physical maps, special purpose maps, grids, latitude and longitude, the earth and the sun, time zones, and graphs.

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Contains the following information on the World: globes, symbols and direction, scale and distance, route maps, relief and elevation, latitude and longitude, climate maps, combining maps, comparing maps, time zones, projections, and graphs.

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Contains 47 map pages and index for quick reference. Easy to read map symbols. Abbreviations of geographical names and terms.

READING

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Pre-GED level. The purpose of this book is to make you aware of some of the critical thinking skills you already use and help you sharpen them.

Barnes, Martha J. Reading and Critical Thinking. Chicago, IL: Contemporary, 1988.
This book is divided into two sections - critical reading and critical thinking. Critical reading involves the skills that help students understand what a writer is saying. Critical thinking involves the skills that help them judge the worth and believability of what the writer says and analyze how the writer is saying it.

Benner, Patricia Ann. Breakthroughs in Critical Reading Skills. Chicago, IL: Contemporary, 1989.
This book is designed to help students develop the critical-reading and thinking skills they need to handle a wide range of reading materials by organizing and comprehending short reading passages. They are also introduced to make inferences, predict outcomes, and identify persuasive techniques.

Benner, Patricia Ann. Pre-GED Critical Reading Skills. Chicago, IL: Contemporary, 1988.
This book is designed to help adult learners develop the critical-reading and thinking skills they need to progress to a GED level. Students working in this book receive a thorough grounding in the organization and comprehension of short reading passages as well as in basic vocabulary skills.

Foote, Tim. Pre-GED Exercise Book in Reading. Englewood Cliffs, NJ: Cambridge, 1988.
This book includes passages and questions for practice in reading in the areas of Social Studies, Science, and Literature and the Arts.

Foote, Tim. Pre-GED Reading. Englewood Cliffs, NJ: Cambridge, 1988.
This book accompanies the exercise book mentioned above. It will prepare your student toward the three tests on the GED test in reading and comprehension in the areas of Social Studies, Science, and Literature and the Arts.

Fuhs, Patricia Magaw, Moran, Rena, Check, Pamela. Reading Skills for Life and Literature. Glenview, IL: Scott, Foresman, 1989.
This pre-GED level book is divided into two sections: In the first section, you will build skills in general reading that will help you your entire life. In the second section, you will build practice skills in reading literature for the GED test.

SPELLING

Copeman, Kent L., Ribarchik, Karen A., Strzynski, Maxinelt. Spell Better. Book One. Austin, Texas: Steck-Vaughn, 1985.
This book is divided into 20 lessons that requires students to list functional words used on the job or at home. A list of all the spelling words presented in the book is provided at the back of the book.

Copeman, Kent L., Ribarchik, Karen A., Strzynski, Maxinelt. Spell Better. Book Two. Austin, Texas: Steck-Vaughn, 1985.
This book is set up exactly as the book mentioned above. There's a large variety of activities in each lesson, including dictionary study, suffixes and prefixes, homonyms and synonyms, plurals, abbreviations, using words in context, and crossword puzzles.

Rubin, Betsy. All Spelled Out B. Chicago, IL: Contemporary, 1986.
This book is aimed toward people who are acquiring basic spelling skills. It emphasizes one-syllable words, as well as longer words that are useful to the student in everyday applications.

STUDY SKILLS AND SPECIAL INTEREST

Coleman, Ellen Schneid, Goodman, Nancy. Job Preparation. Englewood Cliffs, NJ: Prentice Hall, 1990.
This book shows a step by step process of getting a job, developing good work habits, and changing jobs. Students will learn how to write a resume and letter of application, look for a job, handle interviews, keep a job, and change jobs.

Coleman, Ellen Schneid, Goodman, Nancy. Money Management. Englewood Cliffs, NJ: Prentice Hall, 1990.
Contains the tools needed to spend and save wisely. Students will learn the skills to fill out tax forms, read a paycheck, plan a budget, use the bank for checking and saving, shop for necessities, and save money.

Stein, Wendy. Ready, Set, Study! Improving Your Study Skills. Chicago, IL: Contemporary, 1990.
This book will help improve study skills by getting motivated, managing time, understanding how to use reference tools, learning ways to help make writing research papers easier, and getting ready to take tests.

Yoon, Susan Echaore. Ready, Set, Study! Building Your Study Skills. Chicago, IL: Contemporary, 1990.
This will help with the task of building the study skills that are necessary for success. Some of these skills include forming a winning attitude, scheduling time, focusing in the classroom, understanding how to use a textbook, and learning ways to help make the most of what you read.

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